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CLARKE SCHOOL FOR THE DEAF, LOWER SCHOOL FIVE YEAR CURRICULUM GUIDE.

CLARKE SCHOOL FOR THE DEAF, NORTHAMPTON, MASS.

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THIS GUIDE PRESENTS SPECIFIC ACTIVITIES AND SUGGESTED MATERIALS FOR FIVE LEVELS OF ABILITY. AREAS INCLUDED ARE SENSE TRAINING, LIPREADING, SPEECH, READING, RELIGIOUS EDUCATION, AND WRITING AND LANGUAGE. WORD LISTS, POEMS, STORIES, AND DRILL ACTIVITIES ARE PROVIDED. THE LEVELS INCREASE IN COMPLEXITY FROM THE FIRST TO FIFTH YEARS. THE APPENDIX HAS CONSONANT, VOWEL, AND PRONOUN CHARTS AS WELL AS OUTLINES FOR VERBS AND 49 SAMPLE STORIES FOR DRILL. (MK)

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CLARKE SCHOOL FOR THE DEAF

Lower School
Five Year Curriculum Guide

1963

EC 000 051

Northampton, Massachusetts

This Lower School Curriculum Guide is a suggested outline of the course of study used in the first five years at the Clarke School for the Deaf. The minimum age at which deaf children begin this general course of study is four years and six months.

This guide must never limit the language or vocabulary presented in any one year and teachers should not feel that they must complete all the work herein outlined in any given year. It is assumed that there will be frequent reviews within each year of work and at both the beginning and ending of each year of study.

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1963

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Northampton, Massachusetts

FIRST YEAR

SENSE TRAINING

I. AIM - To stimulate individual children and small groups of deaf children to observe, attend, imitate, concentrate, remember and reason through training of the visual, tactile, and auditory senses.

II. Suggested activities and materials.

(Note: The teacher should plan activities and secure materials well in advance of each lesson. She must vary her program, utilize her creative talents, and work systematically with understanding and enthusiasm. Each lesson should require children to attend, retain and recall. Thus, memory and gradual realization of sequence of events is of special significance.)

A. VISUAL

a.) Child observes and imitates immediately. (No memory involved.)
b.) Child observes and imitates immediately but without pattern in view. (Memory involved.)
c.) Child observes, remembers, and after a short interval, carries out activity quickly, accurately, identically, and discriminately without referring to the original pattern until his work is complete. (Memory, sequence of events involved.)

1. Movement - Gross to fine motor coordination movements.

Follow the leader Tongue gymnastics

2. Color matching
Suggested materials of various colors

Wool	Clothes pins	Crayons	Identical toys
Ribbons	Bean Bags	Socks	(cars, tops, etc.)
Paper	Poster paints	Ties	Paper caps.

Colored squares of cheese cloth
Prepared charts - Color wheels etc.

3. Form
Suggested materials

Geometric solids	Cardboard sets -	squares, circles,
Buttons	Shells	triangles, etc.
Table silver	Form boards	
Leaves	Puzzles	

Montessori materials
Educational toys

4. Form and color
Suggested materials
Sets of identical pictures
Colored sticks, clothes pins, plastic tea sets, small plastic toys
Colored wooden insets
Paper dolls
Puzzles
Educational toys

5. Size
Suggested materials

Balls	Sticks	Plastic toys	Tea sets	Dolls
Tops	Buttons	Marbles	Boxes	etc.

B. TACTILE

a.) Child looks at, touches, and feels material. Then he matches it immediately. (No memory involved.)
b.) Child looks at, touches, and feels material. Then he attempts to sort out and find same object through touch alone. (Vision, touch and memory involved.)
c.) Child touches and feels material but does not see it. Then he attempts to sort out and find same object through touch alone. (Touch and memory involved.)

1. Form
   Suggested materials - See "Form" under Visual.

2. Size
   Suggested materials - numerous objects varying in shapes and lengths.

3. Surface
   Suggested materials

Wood	Velvet	Sandpaper
Rubber	Metal	Cloth

4. Weight
   Use objects of the same size and color but of different weights, such as weighted balls, pails, boxes.

C. AUDITORY TRAINING

1. Gross sounds (without amplification)
   Suggested materials: Bells of different frequencies, whistles, drums, horns, toy crickets, noisemakers, etc.
   A. Awareness of a sound stimulus - quick, accurate response.
   B. Discrimination among sounds - association of sound with its source.

2. Use of hearing aid (both group and individual)
   A. Gaining knowledge of aid
      1. How to put on earphones and adjust volume control.
      2. How to insert ear molds.
      3. Care of hearing aid.
      4. Understanding of:
         a. Vocabulary -
            a hearing aid, batteries, cord, ear molds, earphones (Headphones), microphone
         b. Language (Incidental) -

I can hear.	It is too soft.
I cannot hear.	Turn on your earphones.
It is too loud.	Turn off your earphones.
	Etc.

   B. Awareness of sound
      1. Music (records, etc.)
      2. Simple games using voice patterns:
         Use variations - length, number of impulses, rhythms, pitch, etc.
      3. Listening for specific sounds about the room, such as:
         a. voices
         b. doors shutting
         c. pencil sharpener
         d. toys, etc.
   C. Noting differences in accent patterns, pitch, inflection.

   D. Making the use of residual hearing a part of every lesson - Sight and Hearing.

LIPREADING

AIMS . .

1. To create a talking environment and instill within the child the desire for communication.
2. To seize each opportunity to make language meaningful to children by associating it with their own activities.
   a. To utilize each natural glance to make child aware of speech.
   b. To create situations from which the child begins to associate simple language and words with their meanings.
   c. To enable the child to lipread language through verbal context without the help of situational guidance.
3. To develop the use of residual hearing to the maximum degree in combination with lipreading.
4. To encourage the child to communicate orally using spontaneous, intelligible language to the best of his ability.

LIPREADING VOCABULARY

All work should be presented through meaningful situations. Vocabulary is introduced as naturally as possible in sentences. Specific check ups, testing recognition of isolated words is recommended only after vocabulary is established as a part of language.

Understanding of common verbs such as:

have	made	saw	came	went	bought	ate
has	gave	put	hopped	ran	walked	fall etc.

Understanding of verbs in meaningful commands such as:

Comb your hair.	Erase the blackboard.	Wash _____.
Brush your teeth.	Fold your hands.	Use some soap.
Open the door.	Sit down.	Tie your shoe.
Shut the door.	Stand up.	Drink your _____.
Turn on the lights.	Look out of the window.	Eat your _____.
Turn off the lights.	Get your coat.	Throw _____.
Put the toys away.	Put on your earphones.	Bounce _____.
		Etc.

Foods

an apple	an egg	some pudding
some applesauce	some gravy	some salad
a banana	some ice cream	a sandwich
some beans	some jelly	some soup
a birthday cake	a lollipop	some toast
some bread	some meat	some coffee
some butter	a muffin	some juice
some cake	an orange	orange juice
some candy	some peas	prune juice
some cereal	some pie	tomato juice
a cookie	some popcorn	some milk
some corn	a potato	some water
some crackers	some prunes	salt
		pepper

Have children make toast, candy, etc. in classroom or in home, visit grocery store, dramatize grocery shopping, have tea parties.

Things to wear:

a bathrobe	mittens	a skirt
a bathing suit	boots	slippers
a belt	pajamas	snowsuit
a blouse	pants	socks
a bow	a raincap	stockings
a cap	a raincoat	a sweater
a coat	rubbers	a tie
a dress	a scarf	underwear
a hat	a shirt	
a jacket	shoes	

Discuss children's and teacher's clothes, pack suitcases (doll's trunks) use children's clothes (doll clothes); wash clothes, give doll a bath, dramatize shopping experiences, etc.

Things to Play with:

a ball	blocks	roller skates	a kite
a balloon	toy animals	a doll	a drum
ice skates	a doll bed	a wagon	a sled (a saucer sled)
a top	a doll carriage	an airplane	a train
a car	a doll house	a boat	a truck
a horn	a puzzle	a bus	some marbles
a swing	a see-saw	a sand box	a jungle gym
a slide	a tricycle	a tractor	

Integrate into story dramatization: Christmas story, news, store corner in classroom, and first hand experiences; class discussion and art experiences.

Transportation

a boat	an airplane	a bus	a car	a train

Using models of the vehicles in classroom; using pictures of children in the class leaving for vacation. Dramatizations: use model people in action; build models with blocks etc. to illustrate experiences.

Animals

a bear	a chicken	a fish	a moth	a sheep
a bee	a cow	a fly	a mouse	a squirrel
a bird	a dog	a horse	a pig	a turkey
a cat	a duck	a lamb	a rabbit	a turtle
				a worm

Use model farm, Science corner which might include: animals, aquarium, a terrarium, etc. Pictures. Experience trips to farms, zoos, parks, neighbor's homes. Dramatizations.

Things Outdoors

the sun	the clouds	a leaf	a farm	home
the moon	a tree	a flower	a house	church
a star	a plant	the grass	a barn	downtown

Things We Use

a brush
a comb
a bathtub
some bubble bath
a paper handkerchief
a handkerchief
hand lotion
hangers
a mirror
a nail file
soap
a toothbrush
toothpaste
a towel(bath,hand, paper)
a washcloth
a hearing aid(earphones, cord, battery)
a watch
a bib
a bowl
a cup
a saucer
a pitcher
a plate
a door
a bed
a blanket
a chair(straight, arm rocking, folding)
a fireplace
the floor
a chimney
a radio
a record
a rug
a stool
a table
steps
the telephone
a window
a television
a party
a movie
a knife
a fork
a spoon
a tablecloth
a napkin
a bell
a basket
a paper bag
a blackboard
a card
chalk
some crayons
a coloring book
an eraser
a flag
a paintbrush
some paper
some paste
a pencil
a purse
a rubberband
scissors
thumbtacks
paper clips
scotchtape
a book
an umbrella
some money
a book case

Halloween Vocabulary

Halloween
a Halloween card
a Halloween party
a Halloween costume
a pumpkin
a jack -o'lantern
a mask
a black cat
a witch
a noisemaker
Halloween candy

Thanksgiving Vocabulary

Thanksgiving Day
a turkey

Christmas Vocabulary

a Christmas tree
a Christmas card
a bell
a candle
a fireplace
a wreath
a Christmas bell
a chain
icicles
Santa Claus
reindeer
toys
a chimney
a stocking
a star

Valentine Vocabulary

a valentine box
a valentine

EASTER VOCABULARY

an Easter basket Easter eggs Easter rabbit(bunny) an Easter card

People

a man	a boy	a baby	Mother	the nurse
a woman	a girl	Daddy or Father	Names of people immediately associated with the group	the barber

Use photographs of members of child's family,etc.
Story dramatization and minature models of people.

Parts of the Body

arm	hair	thumb	leg
eye	hands	tooth	knee
face	mouth	teeth	foot
toe	nose	ears	feet

Drawings of life size outlines of a boy and a girl are helpful. Features may be labeled as they are taught, using dolls, and the children themselves.

Numbers and Colors

The numbers through seven
All the colors needed
Number with a noun
Color with the noun
Number and color with the noun

Adjectives

big	large	happy	high
little	small	cross	low
cold	little	naughty	loud
warm	big	pretty	soft
dirty	new	sleepy	rough
clean	old	sore	smooth
good	sick	sorry	wide
bad	well	long	narrow
	tired	short	

Calendar

yesterday today tomorrow

The names of the days of the week, as associated with children's activities.

Weather Record:

It is cloudy.	It is raining.	It is snowing.
It is foggy.	The sun is shining.	It is windy.

News Items: (See Silent Reading)

SPEECH

The speech program is closely related to auditory training, lipreading, and reading. A synthetic or imitative approach to speech (free conversation etc.) should proceed analytical teaching.

The sequence in which the various sounds and words are taught is flexible and should be adjusted to the ability and needs of the children.

Encourage spontaneous vocalization.

Encourage the child to imitate meaningful words, phrases, sentences.

(See Consonant and Vowel Charts, Appendix, Pages 1 and 2.)

Babbling - with a variety of sounds
with pitch changes

Work for a steady stream of breath (wh)

Then work for a puff of breath (p_)

Combine consonant with vowel ar (whar, par)

Build consonant and vowel charts

The syllable is the smallest unit of speech taught at first through imitation.

Later child reads the syllables.

Consonant and Vowel combinations

CVC -:	par	par	par	:	fo͝o	fo͝o	fo͝o	:	kee	kee	kee	: etc.
CVC -:	arp	arp	arp	:	o͝of	o͝of	o͝of	:	eek	eek	eeek	: "
CVC -:	parp	parp	poop	:	farf	farf	fo͝of	:	peep	peep	parp	: "

Develop a basic vocabulary of words and simple phrases. Use concrete materials in order to make speech more meaningful to the child. Continue to build words through imitation and through syllable drills. Associate sounds in words with Consonant and Vowel Charts.

Begin teaching accent and rhythm patterns:

Basic Patterns:

⏑ / (a man)
/ ⏑ (Mother)
⏑ / ⏑ (a woman)
⏑ ⏑ / (a balloon)
/ ⏑ ⏑ (yesterday)

Application:

Clapping the pattern

Use pattern in syllable exercises.

fo͝o	FO͝O	fo͝o	:	fee	FEE	fee	: tomorrow
Kee	kee	kee	:	To͝o	to͝o	to͝o	: yesterday

Develop good voice quality

Pitch - Note differences between a high and a low voice.

Loudness - Note differences between a lound and a soft voice.

Inflection - Work according to the child's needs and capacity to hear.

Adequate speech breathing - Sustaining a vowel.
Increasing the number of syllables in a breath group, etc.

Expressions for speech: Children should become familiar with expressions such as:

Use your voice	Make it in the front.	It's in your nose.
This is breath.	Make it in the back.	You must press hard.
It is: too loud.	It is too wide.	It is too long, short
too soft.	Make it small or large.	high, or low.
too hard.	There is not enough breath.	Etc.

Additional Suggestions:

Refer to: Ewing - Speech and the Deaf Child
Yale - Formation and Development of Elementary English Sounds
Joiner - Graded Lessons in Speech
Haycock - The Teaching of Speech

Speech Vocabulary

Spontaneous, imitative speech should be encouraged at all times. As sounds are developed in the analytic speech program the articulation of specific words should be practiced so they become "fixed" in the child's mind. Then, only the child's best production of those words should be accepted at any time.

Who:

Mother	a girl	a woman	a boy
Daddy	a baby	a man	

What:

a bee	arm	a boat	a comb
a bird	eye	a bos	some soap
a cat	foot	a car	a cup
a cow	fet	a bag	a fork
a dog	mouth	a ball	a knife
a duck	nose	a doll	a spoon
a moth	thumb	a top	some candy
a farm	tooth	a bow	a cookie
a movie	teeth	a cap	some pie
a book	toe	a coat	some tea
			some water

How many:

one	two	four	five

Verbs:

have	went	got	
has	saw	came	

Expressions:

Yes.	I forgot.	I love you.	Please come.
No.	Hello.	Look.	I love Mother.
I know.	Goodbye.	Wait.	I love Daddy.

READING

Reading readiness and beginning reading activities are closely associated with the program in sense training, lipreading, and speech. They are based on the experiences of the children within the groups.
The aims are:

1. To help the child realize that print has meaning.
2. To establish in him a desire to interpret print.
3. To begin to acquire skills in the mechanics of reading:
   a) Reading from left to right.
   b) Discrimination among letters and words.
   c) Recognition of printed words that hold meanings for the children, i-e. names of children, and adults in their groups and familiar words found in their lipreading vocabulary.

Dramatization of news, stories, and other activities help reading to become meaningful for the child.

The vocabulary list is flexible and should be geared to the needs of the children.

Suggested Activities:

1. The child's name labeled on his:
   chair, hook, closet door, bed, crayon box, etc.
2. Label objects about the room, such as:
   the toy chest, the bookcase, the blackboard, the closet, etc.
3. Specific vocabulary building:
   a. Match printed noun to printed noun.
   b. Match printed noun to object.
   c. Match printed noun to picture.

4. Children's news:
   Nancy got a letter.
   John got a card.
   Bill got a box.
   Chuckie will go home Friday.
   Susie is sick.
   Jane has on new shoes.
   Tommy's mother came to see him Sunday.

5. Teacher's news: progressing in difficulty throughout the year:
   Miss Brown went downtown yesterday afternoon.
   She saw Tommy's mother.

   I went to the greenhouse yesterday afternoon.
   I saw Miss Coffey. I looked at many flowers and plants.
   I bought a yellow flower, three blue flowers, two white flowers, three purple flowers, five orange flowers, two pink flowers, four red flowers and a plant.
   Miss Coffey put them in a big box.
   I brought it to school this morning.
   We shall put the flowers in the bowl.

6. Good picture books and reading readiness materials should be made available to the children in a library corner or on a reading table. The children's own illustrated news books should also be accessible to the children.

7. Story telling - use pictures in children's books for illustration.

RELIGIOUS EDUCATION

An attitude of reverence toward things of a sacred nature should be fostered. As each opportunity arises the children's attention should be called to the beauty and wonder of nature.

A simple grace at each meal is spoken by the teacher and later, as spontaneous speech develops, the children say it with her in unison. This is followed by the bowing of the head for a moment of silence.

Thank you God, for this food.
Amen.

Each school morning is begun with a simple prayer. It is spoken by the teacher and later, as spontaneous speech develops, by the children in unison.

I love Mother.
I love Daddy.
I love God.
Amen.

At bedtime the teacher or supervisor says this prayer with each child. He is encouraged to say it with her and gradually learns to say it to the best of his ability alone. Children's prayers are always followed by the bowing of the head for a moment of silence.

SECOND YEAR

Complete review of first year. Reference should be made to specific sections in preceding year in each of the following categories.

AUDITORY TRAINING

Continue procedure used in first year.
Integrate combined use of hearing and lipreading into all phases of the curriculum.

LIPREADING - (Suggested list of new vocabulary)

Lipreading experiences continue throughout each child's entire day. Language is broken down to specific vocabulary only when necessary for check-up purposes. All vocabulary is introduced and practiced in as natural a way as possible in meaningful sentences and not isolated words.
Lipreading vocabulary should become a part of the child's speech and language usage as rapidly as possible.

Verbs

Past and Past Negative:

made	played	colored	washed	put on	went for a walk
skipped	found	gave	opened	took off	went to sleep
cried	cut	flew	got	looked at	went to see

Present and Present Negative:
have, has am, are, is

Foods

a bun	a soda	a cup cake	some jello
a roll	an ice cream cone	some cocoa	some nuts
some rice	a doughnut	some lettuce	some potato chips
a tomato	some olives	some radishes	some peanut butter
some tomatoes	some grapefruit		

Things to Wear

a belt	beads	a ring	a slip	a pin	playclothes
overalls	a watch	gloves	glasses	a suit	

Things to Play with

a toy farm	boxing gloves	a tea set	a baseball
a tricycle	a boxing bag	a football	a bat

Animals

a calf	a frog	a puppy	a hen	a kitten	a butterfly

Things Outdoors

a nest	a park	a greenhouse	a playhouse	a barn	a snowman

Things to Use

a basket	a desk	a pail	a purse	a pillow
dishes	a pointer	a shovel	a clock	a bedspread

Halloween Vocabulary

a Halloween costume	an owl	a bat

Christmas Vocabulary

Christmas lights	a candy cane	a roof
an angel	a present	

Who:

men	children	a doctor	(Names of children in class,
women	people	a nurse	teacher, and other adults with
babies	a dentist	a barber	whom the child will come in contact.)

How many:

The numbers to ten are taught - words and figures.

What color:

red, yellow, green, blue, orange, purple, brown, black, pink, white, gray

Adjectives

Extend use of those listed in the first year.

Expressions

I don't know.
I forgot.
I am well.
I am happy.
May I have _____?
May I come?
May I see?
Thank you.
You are welcome.
Be careful.
I have finished.
I cannot see.
I won.

Yes, thank you.
No, thank you.
Happy Birthday.
Oh! My!
Stop. Wait. Go.
I am warm.
I am cold.
May I go to _____?
It's time to go.
I cannot hear.
I can hear.
I don't like that.
I like that.

May I have a little?
Please pass the _____.
I love you.
Good morning.
Good afternoon.
Good night.
Hello.
I am sorry.
May I help you?
Please help me.
Please move.
Merry Christmas.
Happy New Year.
Happy Easter.

SPEECH

(See page 6 of first year; see also lipreading vocabulary.)

Continue work to improve voice quality, articulation, rhythm, accent, and fluency.
Continue to develop consonant and vowel charts associating each sound with syllables and words. (See Consonant and Vowel Charts - Appendix Pages 1 and 2)
Special emphasis is placed on consonant blends or combinations.

pl-, pr-, tr-, cl-, fl-, fr-, sp-, st-, sn-, etc.

Teach as much of the vocabulary listed under lipreading as possible.

Sample Speech Topics

We went to a farm yesterday.
We saw some turkeys.
We had fun.

Yesterday was Arthur's birthday.
We had a birthday party.
We had birthday cake and ice cream.
We had a good time.

We went downtown Monday afternoon.
We saw Santa Claus.
We had some ice cream.
We had fun.

READING

Continue to improve comprehension, vocabulary, phrasing, and speed.

I. Utilization of children's experiences, news items and reading topics.

II. Reading of sentences
   1. Matching of sentence strips to pictures.
   2. Illustrating and dramatizing sentences.

III. Experience Topics: (An experience topic is the result of a class experience recorded on a chart and sentence strips.)

A. Procedure
   1. The class has a common experience.
   2. The children and the teacher discuss the experience.
   3. The experience is written on the blackboard.
   4. The completed experience is read and discussed.
   5. The teacher records the experience on a chart.
   6. A set of duplicate settence strips is made.
   7. Pictures are found or drawn to illustrate each sentence.
   8. The children make drawings illustrating the different sentences.
   9. Make a list of the verbs used.

B. Reading
   1. The teacher, working for meaning, shows the first sentence and asks a child to find a picture that tells about the sentence.
   2. The children match pictures and sentences in sequence and out of sequence.
   3. The children build the topic completely in sequence from memory. This is done after there has been work with lipreading and auditory training.

C. Speech Perception (Lipreading and listening)
   The children look and listen at the same time to recognize single sentences out of sequence after the topic has been discussed.

D. Auditory Training
   The children listen to recognize single sentences out of sequence.

E. Speech
   If the vocabulary of the topic is composed of words with which the children are familiar, the speech of the topic should be a part of the auditory training experience. The child should repeat the sentence which he hears.

F. Seatwork
   1. The children may draw pictures illustrating the sentences.
   2. The children may find pictures illustrating the sentences in magazines.

G. A Sample Topic - (Topics vary in length according to the children's reading ability. Classes of good potential readers often take topics as long as fifteen simple sentences.)

We went to a farm Friday afternoon.
We saw a barn.
We saw some turkeys.
We say some pumpkins.
We came back to school in Miss Brown's car.

IV. Suggested Seatwork

1. Magazines (An exercise developed by Miss Mary Frances Ragin)
   a. The teacher writes on the blackboard. <u>Find a dog</u>. The child looks through magazines until the picture is found. When that is found, the child chooses from a group of sentences the sentence that tells about the picture i.e. "I found a dog."

IV. Suggested Seatwork (Continued)

b. After the class understands what is to be done, the teacher types what is to be found and attaches it to the outside of the magazine.

c. After the pictures have been found, the teacher checks them and talks about the picture with the child.

d. When the class knows hhe speech and can write about the pictures, they write their own sentence strips (I found ____.) The sentences are read to the teacher when the check is made.

2. Directions

a. Draw - How many: What color: What:
A large piece of paper is divided into squares and in each square a different direction is given.

b. Color work

1. Mimeographed pictures with the colors indicated might be used.

2. Later descriptive sentences, such as:
The girl has on a blue dress.
She has a yellow flower, etc.

c. Illustrating stories.

d. Use of good reading readiness materials - reading from left to right, etc.

V. Stimulate interest in books through story telling, reading table, library, etc.

WRITING

Manuscript writing is begun in the second year of school. Standard symbols for manuscript writing are used.

LANGUAGE

The program to help deaf children develop understanding and use of language must be vitally a part of every classroom and extra-curricular activity. Thus, it is included in lipreading, auditory training, speech, reading, and all other sections of the curriculum outlined herein. Language concepts are developed as they are needed by the group and are presented in relation to events, excursions, stories, and spur-of-the-moment activities that have happened, are happening, or are about to happen. If in time, certain concepts have not been presented naturally in meaningful situations the teacher must create them.

Immediately associated with these natural spontaneous language activities is a systematic program wherein the Fitzgerald Key is introduced and specific language concepts, such as, the use of pronouns, verb forms, adjectives, and adverbial modifiers, etc. are gradually "fixed" in the children's minds so that they may help them learn to correct and improve their own language rather than relying entirely upon help and corrections from the teacher.

1. Classify vocabulary under Key Headings:

Who: -: How many: What color: What: Where: When:

2. Begin the use of the Fitzgerald Key. Letter Key headings on the blackboard as they are presented. (See Straight Language Outline — Edith Fitzgerald)

3. Pronouns - Special emphasis given to understanding of the following pronouns and their antecedents as they occur in oral and written work.

Who:	Whom:	Whose:
I	me	my _
You	you	your _
He	him	his _
She	her	her _
We	us	
You	you	
They	them	

What:	What:
It	it
They	them

4. See verbs listed under lipreading vocabulary (Page 11) Special emphasis on use of the follows:

saw	have	came	got	fell	ran	came to see
went	have on	bought	opened	out	walked	went for a walk

5. When:

days of the week	soon, now	one Saturday
yesterday	this morning	one day
today	this afternoon	last ___(week, month, Sunday, etc.)
tomorrow	tonight	next ___(week, month, Sunday, etc.)
yesterday morning	tomorrow morning	
yesterday afternoon	tomorrow afternoon	
last night	tomorrow night	

6. Where:

home	upstairs	to ____(church, school, a farm, the playroom, the hospital, the movies, etc.)
downtown	downstairs	

7. Question forms:

Who_____?	What_____?
How many _____?	Where_____?
What color ____?	When _____?

8. Connected language work in form of news items.

The news should be composed of both the teacher's news items and that contributed by the children. The teacher's news is written on the blackboard before the children enter the room in the morning.

Sample of a Teacher's News

We shall go to the living room before supper tonight.
We shall see a movie.

The barber will come to Yale House this afternoon.
He will cut your hair.

Sample of Children's News (With help of the teacher)

Saturday was Wayne's birthday.
Hi is six. (1, 2, 3, 4, 5, 6)
It rained.
We did not go to Lock Park for a picnic.
We had a picnic in the playroom.
Michael came to the picnic.
Wayne got some presents.
We had a pretty birthday cake.

See sections on Auditory Training, Lipreading, Speech, Reading, Religious Education.

RELIGIOUS EDUCATION

Continue and extend the work suggested in the outline for the first year. Prayers should now be spoken by the children followed by the bowing of the head for a moment of silence.

THIRD YEAR

Complete review of second year. Reference should be made to the specific sections in preceding year in each of the following categories.

AUDITORY TRAINING

(Group and individual hearing aids)

Special emphasis on:

impulse or beat
rhythm and accent
pitch
inflection

Relate to all class activities in accordance with each child's capacity to hear.

Combined use of hearing and lipreading should be integrated into all phases of the curriculum.

SPEECH - (See Pages 18, 19)

VOCABULARY

(Lipreading, reading, speech, manuscript writing, of vocabulary previously presented.)

Continue to introduce new vocabulary as naturally as possible in sentences. Frequent repetition of and check-ups on the understanding and use of new words is essential.

Verbs

Develop verb outline(Past, Past negative, and Past question form and Future tense when needed) using meaningful sentences to exemplify each form. (See Verb outline, Appendix, Page 4) New verbs are taught as they are needed. As outlines are developed they are filled for the children's reference. EXAMPLE:

Past	Present	Future
went		
did not go		
Did go __?		

ate	gave	picked	stopped
bought	got	put	talked
brought	heard	played	thought
came	helped	rained	threw
carried	hopped	ran	tore
caught	jumped	rolled	walked
cried	kissed	sat	watched
cut	laughed	saw	washed
bowed	liked	sent	wanted
broke	looked	shone	waved
danced	made	showed	went
dropped	marched	shut	wore
fed	opened	smelled	worked
found	painted	snowed	watered
			wrote

blew out
fell down
looked at
looked for
put on
ran after
sat down
took off
turned off
turned on

Foods

Vegetables

a carrot
a radish
beets
a tomato
peas
a potato
broccalli
asparagus
string beans
lima beans
squash
a turnip
a pumpkin
an onion
celery
lettuce
cabbage
cauliflower
corn
spinach

Fruits

an apple
a banana
an orange
a peach
a pear
a lemon
a prune
a plum
a cherry
a fig
a grapefruit
a grape (breakfast
a raisin (dinner
an apricot (lunch
a watermelon (supper
a pineapple
a strawberry
some cocoa
some lemonade
cocoa cola
ginger ale
some soda

Things to Wear

boots a bow tie underwear glasses

Things to play with

a game a jump rope jacks

Animals

a dog - a puppy
a cow - a calf
a cat - a kitten
a hen - a chicken
a sheep - a lamb
a horse - a colt
a rooster

Animal sounds such as: Moo, moo Baa, baa Meow, meow, etc.
Bow,wow Peep, peep
Cluck, cluck Quack, quack

Things Outdoors

the ground a rock grass a building a greenhouse
a pond a tree a doghouse a house a garden
a hill a bush a birdhouse a store a rainbow
a rock

Things to use

a stamp a pointer a hearing aid headphones
a mail box a window sill batteries earphones
an envelope a map cord earmold

Adjectives

well-sick
good-naughty-bad
big-large-little-small
hard
rough-smooth
clean-dirty
long-short
cold-hot
cool-warm
new-old
fat-thin
high-low
cross-happy
loud-soft
sorry
nice
sore
afraid
pretty
beautiful
tall
deep
careful
wonderful
silly
hungry
funny
wet
strong
tired
surprised
ugly
messy
sleepy

How many:

Number concepts from one to one hundred. Lipreading, speech, writing of all figures and words. (Example: 18 - eighteen)

What color:

All colors: red, yellow, blue, black, white, orange, pink, green, purple, brown, gray.

Where:

away home to.. in.. to (Name specific buildings
downtown at home on.. under.. on campus used by these
outdoors children.)

When:

The names of the days of the week. Yesterday One day One night Soon
The names of the months. Today One morning One Friday After awhile
The names of holidays. Tomorrow One afternoon One day in _____

A time phrase should be used in all language work involving past and future tenses.

Weather expressions - present progressive and past tenses.

The sun is shining today.	It is snowing today.
The sun shone yesterday.	It snowed last week.
It is raining now.	It is cloudy today.
It rained yesterday afternoon.	It was cloudy yesterday.
The wind is blowing this morning.	It is a beautiful day.
The wind blew yesterday morning.	

Pronouns

The following pronouns which have been presented informally (See Years 1 and 2) are taught: (See also Pronoun Chart, Appendix, p.3)

I, you, he, she, we, you, they, my, your, his, her, our, their, me, you, him, her, us, them, it, they, them.

Rules for Forming Irregular Plurals

One	More than one
_____se	_____ses
a blouse	blouses
_____ss	_____sses
a dress	dresses
_____x	_____xes
a box	boxes
_____sh.....	_____shes
a brush	brushes
_____ches.....	_____ches
a church	churches
_____y	_____ies
a baby	babies
_____f	_____ves
a leaf	leaves

Continue to develop the Key, adding headings as they are needed.

Question Forms

1. Who _ _ _ _ _ ?
   - Who has four puppies at home?
   - Who is Teddy's teacher?
2. How many _ _ _ _ _ ?
   - How many feet has a rabbit?
   - How many stars are there on our flag?
3. What color _ _ _ _ _ ?
   - What color are your shoes?
   - What color is the grass?
4. What _ _ _ _ ?
   - What did Linda's mother send her last week?
   - What did Jimmy plant in the garden?

5. When _ _ _ _ _ ?
When did you go to the park?
When will you go home for Easter?
6. Where _ _ _ _ _ ?
Where is the ball?
Where did you go yesterday?

Original Language

Special emphasis should be given to oral and written news and to the spontaneous language of each child.
Experience in producing sentences and paragraphs illustrating pictures, activities, etc. Use the Key to help children think and express themselves in straight language.

SPEECH

All the speech sounds are presented and fixed. (See Appendix p.1 and p.2)
Continue to work on consonant blends.
pl-, bl-, pr-, tr-, dr-, cl-, gl-, cr-, gr-, fl-, fr-, sp-, st-, sl-, sm-, sn-, sk-, str-, spr-, -nt, -lk,etc.
Place special emphasis upon syllabification, phrasing, rhythm as the articulation of the vocabulary is developed and improved.
Spontaneous, intelligible speech should be encouraged constantly.

Verses - (See also Bible School work)

Soon Santa Claus will come
With a big bag full of toys.
What fun! What fun! What fun!
For happy girls and boys.

You better watch out.
You better not cry.
You better not pout.
I'm telling you why.
Santa Claus is coming to town.

Valentine Day

I made a snowman yesterday
So funny, fat and fine.
I pinned a red heart on his chest,
And named him Valentine.

Mother's Day

I love you, Mother.
You are good to me.
I want to be the best for you,
That any _____ can be.

Santa has a warm red coat.
And a warm cap, too.
Fat and happy Santa Claus,
The boys and girls love you.

Easter

Easter eggs---
Red, yellow, and blue---
The nice Easter bunny
Leaves for you.

Then away he hops
Without any noise,
To find the homes
Of more girls and boys.

Spring

A little yellow cup,
A little yellow frill,
A little yellow star,
And that's a daffodil.

Nursery Rhymes

Bow - wow - wow
Whose dog art thou?
Little Tommy Tucker's dog.
Bow - wow - wow.

Baa, baa, black sheep,
Have you any wool?
Yes sir, yes sir,
Three bags full:
One for the master,
One for the dame,
And one for the little boy
Who lives in the lane.

Jack and Jill went up the hill
To get a pail of water.
Jack fell down and broke his crown,
And Jill came tumbling after.

Pease porridge hot,
Pease porridge cold,
Pease porridge in the pot,
Nine days old.

Some like it hot,
Some like it cold,
Some like it in the pot,
Nine days old.

READING

I. Class Topics

The teacher and the children frequently work up topics together in class. Lipreading, auditory training, language, organization of ideas, sequence of ideas, speech, memorization and writing, as well as reading skills are included in the presentation of a class topic.

Example:

March 3 was Linda's birthday. Her mother and father came to Magna House in the afternoon. All the children went downtown with them. We went to a movie. After the movie we had ice cream sundaes. Then we came back to Magna House. Linda opened her presents in the playroom. She got a doll, three games, some books, and many cards. We thanked Mr. and Mrs. White. We said, "We had a good time."

II. Dramatization of Stories

This work is designed to introduce new ideas and vocabulary in story form. Each thought is read and dramatized. Note basic vocabulary and language development. Stories should be adapted to the ability, interest, and aptitudes of each particular class. New vocabulary should be introduced and repeated frequently.

1. One day in September John and Linda went for a ride in a red and white car. Their mother and father went with them. They went to a pond. They walked around the pond. They saw four ducks in the water. They threw the ducks some bread. Then they went home.

When did John and Linda go for a ride?
What color was their car?
Where did they walk?
What did they see in the water?
How many ducks did they see?
What did they throw the ducks?

2. One day in July Sally and Michael went for a walk. They went to a pond. They sat down under a tree near the pond. Suddenly a frog jumped into the water. Sally was frightened. She jumped up and ran. She stumbled over a rock. She fell into the water. The frog hopped in Sally's lap. Michael and Sally laughed.

Who went for a walk?
When did they go?
Where did they sit down?
What jumped into the water?
Who stumbled over a rock?
Where did Sally fall?
Who got all wet?
What did the frog do?

3. One morning Tom and Dick went fishing. They rode their bicycles to a pond. They put their bicycles under a big tree. Then Dick sat down on a rock near the pond. Tom sat on the ground. The boys threw their fishing lines into the water. They waited and waited. A big black dog came along. Tom and Dick did not see it. It barked. Tom and Dick were frightened. They jumped up. Dick ran fast. Tom stumbled over a rock. He fell into the pond. Dick ran back to the pond. He pulled Tom out of the water. Tom was all wet. That was too bad!

Where did Tom and Dick ride their bicycles?
When did Tom and Dick go fishing?
Who sat on the rock near the pond?
What came along?
What did Tom stumble over?
Where did he fall?
Who pulled Tom out of the water?
Do you think Tom's mother was cross?

III. Story Charts

Story charts should be an integrated part of the reading curriculum. Comprehension of details, as well as generalities, word meaning, classification of words, and silent reading skill, is gained from the use of the story chart. These should be simple to begin with and should increase in difficulty according to the children's ability to comprehend language meaning as well as vocabulary.

Example:

ran	came
played	saw

One day Ann and Tom _____ outdoors. They _____ a big brown cow. It said, "Moo, moo." Ann and Tom were afraid and _____ in the house.

.....

She	went	funny	six	yellow	Quack, quack
They	fell	afraid	eight	purple	Peep, peep

One morning Dick and Tom _____ to the pond. _____ fed some ducks. There were a mother duck and _____ baby ducks. (How many:) The little ducks were _____. They were not _____ of the boys.

They said "_____, _____." (What: What:)

IV. Riddles, Conundrums, Sequence stories, Picture Description

V. Daily News

News vocabulary, and a variety of new information can be introduced through interesting news items written by the teacher.

VI. Picture books, pre-primer and primer-level books and children's illustrated news books should be available on reading tables.

VII. Story telling

VIII. Gates Primary Reading Tests - (Words, Sentences, Paragraphs)

RELIGIOUS EDUCATION

Prayers

I love Mother.
I love Daddy.
I love God.
Amen.

Our Father in heaven,
We love Thee.
We thank Thee.
We want to be good.
Amen.

Grace:

Thank you God
For this good food.
Amen.

The Bible is God's book.
The church is God's house.
Temple is God's house,too. (If there are Jewish children in the class.)
God's home is in heaven.
People go to church on Sunday.

Bible Verses

God is good. I. Tim.4:4

We love Him. I.John 4:19

Nature Topics

Fish
Birds
Cows
Rabbits
Trees

can - cannot
A bird can fly.
A fish can swim.
We can talk, etc.

We are happy girls and boys.
We can run and laugh and play.
The dear God of earth and heaven
Sees and loves us every day.

Christmas

Christmas Day was Baby Jesus's birthday.

Who was born on Christmas Day
Many, many years ago?
Jesus Christ was born that day,
In a stable rude and low.

Discussion of things that man made, and that God made.

God made the sun, the moon, the stars.
He made the sky so blue.
He made the trees, the grass, the flowers.
He made both me and you.

FOURTH YEAR

Complete review of third year. Reference should be made to specific sections in preceding year in each of the following categories:

AUDITORY TRAINING

Work with both group and individual hearing aids.

Special emphasis on:

impulse or beat
rhythm and accent
pitch
inflection

} Relate to all class activities in accordance with each child's capacity to hear.

Combined use of hearing and lipreading should be integrated into all phases of the curriculum.

SPEECH

Special emphasis on intelligibility of all spontaneous speech and sight reading. Attention is given to voice quality, articulation, chart spellings, (primary and secondary spellings are included) consonant blends, rhythm, accent, fluency, and inflection.

VOCABULARY

(Lipreading, speech, reading, manuscript and cursive writing)
Classification of vocabulary according to following categories:

Animals - wild and tame
Clothes
Things to play with (Toys)
Things to use
Money
People
Things outdoors
Farm
Things to eat
Meat
Desserts
Things to drink
Fruit
Vegetables
The rooms in a house
Parts of the body

Adjectives

alive-dead	kind-unkind	delicious	proud of
dark-light	strong-weak	disappointed	worried
slow-fast	selfish-unselfish	brave	round
heavy-light	polite-impolite	ashamed of	square
sharp-dull	whole-broken	careless	oval
gentle-rough	dangerous	expensive	oblong
excited			

How many:

The numbers through two hundred, counting to 100 by 5's, 2's, and by 10's.

When:

After a while
A long time ago
One day last year
One afternoon last week
One Saturday afternoon

How many days are there in a week?
How many days are there in each month?
How many months are there in a year?
How many seasons are there?

Name the spring months.
Name the summer months.
Name the autumn (fall) months.
Name the winter months.

Verbs

Teach the outline of all verbs in the past, and future tenses, positive, negative, and interrogative forms. Continue to build the file of Verb Outlines. (See Appendix, p.4)

blew	disobeyed	flew	obeyed	picked up	tied
brushed	drew	hurt	passed	read	told
climbed	drank	lost	patted	sailed	won
coasted	erased	mended	pulled	sewed	woke up

Work on forms of To Be and To Have - past, present, and future tenses.

Pronouns

All pronouns are thoroughly reviewed and practiced. Special emphasis is placed on the understanding and use of those in the objective and possessive cases.

Prepositions

in	to	at	off	in front of	through
on	for	around	between	near	
under	with	out of	behind	against	

Question Forms

Where _____?
Where did _____go _____?
What _____ made of?
To whom _____do?
For whom _____?
With whom _____?
Whom _____?
When _____?
What (kind of animal, fruit?
(sort of_____?
How often _____?

Can _____?
Did _____?
Shall _____?
Will _____?
What shape _____?
What do you think _____ will do?
How _____?
What happened?
Have (has) _____?
Am (is, are)_____?
Why_____?

General Questions

What is your name?
Where do you live?
How old are you?
When is your birthday?
How many brothers (or sisters) have you?
What is the name of our school?
Where is Clarke School?
In which building do we live?
In which building is our schoolroom?
How many children are there in our class?
Who is the teacher?
Who is the supervising teacher of Lower School?
Who is the teacher in charge of Magna House?
Who is the matron of Magna House?
Who is your supervisor?
When were you born?
Who is the principal of Clarke School?

Drill Stories

See Appendix, Page 6 - 8.

READING

Reading Charts (prepared by the teacher) (See Sample)
Basic Reader - Primer and Grade I, with workbooks, Scott, Foresman & Co.
Supplementary readers - Primers and library books on primer level.
Daily news items.
Special emphasis on:
comprehension
following directions
interpretation
Class work with check-ups for comprehension.
Individual work
Reading for interest.

Sample Chart Stories

Henry's Party

One day Henry said, "Mother, may I have a party? Perhaps Edward will come, and we can have the party outdoors."
His mother said, "Yes, you may have a party. I'll make some cookies for you. Go to Edward's house and ask him to come. Ann will be home soon."

Henry went to get Edward for the party.

Mother made the cookies. She made kitten cookies, rooster cookies, hen cookies, and some others.

When she finished she got a basket and put all the cookies in it. She put in some other things, too.

Just then Ann, Henry, and Edward ran into the kitchen. "Oh, my! 'said Ann. "Something smells very good."

"Yes" said Henry. "Mother made us some cookies. Is our lunch ready, Mother?"

"Yes," said she. "Everything is in the basket. Have a good time!"

The children liked the lunch very much. Ann ate the kitten cookies. Edward ate the rooster cookie and some Billy Goat cookies, and Edward found some that looked like Sport. He ate them. They all had milk and fruit.

After lunch they played with Billy Goat and Sport.

TESTS

Teacher prepared check-up materials.
Gates Primary Reading tests - (Word, Sentence, Paragraph)
Scott, Foresman, & Co. - Primer, test.

WRITING

Cursive writing is begun at the beginning of the fourth year.
Standard symbols are used.

Language principles are continued to be taught.

RELIGIOUS EDUCATION

Prayers

Our Father in heaven,
We love Thee.
We thank Thee.
We want to be good.
Amen

Our Father in heaven.
Be with us today
And help us to love Thee
In work and in play.
Amen.

We give thanks to God
For the gifts of the fall,
The fruits, nuts, and flowers,
God giveth them all.

For food, for clothes,
For time to play,
For sunshine bright,
For night, for day,
For happy times,
For home, for love-
I thank Thee now,
Dear God above.
Amen.

For homes that are happy,
For those whom we love,
We thank our kind Father
The dear God above.
Amen.

Dear God, we thank Thee for our schools
Where we may work and play.
We're glad they may help us to grow strong,
And learn new things each day.
Amen.

Father, we thank you for the night,
And for the day with sunshine bright,
For home, and love, and Mother's care,
And all you give us - everywhere.
Amen.

Bible Verses:

God is good. - I. Tim. 4:4
We love him. - I. John 4:19
I thank Thee. - Matt. 11:25
He made the stars. - Gen. 1:16
He made the grass to grow. - Psa.147:8
God giveth rain. - Jer. 5:24
He giveth snow. - Psa. 147:16
He hath made everything beautiful. - Ecc. 3:11
Thou hast made summer and winter. - Psa. 74:17
God is in heaven. - Ecc. 5:2
There is one God. - Mark 12:32
He is kind. - Luke 6:35
God seest me. - Gen. 16:13
He hearest us. - I John 5:14
Children obey your parents. - Eph. 6:1

Begin work on Moral Truths utilizing experiences that occur in children's daily lives. Use of paragraphs to help "fix" meanings.

Begin work on: selfish - unselfish, obeyed - disobeyed, kind-unkind.

Examples:

selfish unselfish

1. Tom had some cookies one day. He passed them to his friends.

Tom was _____.

2. Susan had two books. She put them in the closet. She did not want the girls to look at them.

Susan was _____.

obeyed disobeyed

1. One night Paul's mother told him to go to bed. Paul ran and hid in the closet. He did not go to bed.

Paul _____ his mother.

2. One day it rained. Jack got his shoes and socks all wet.
His mother told him to put on dry socks and slippers. Jack went to his room. He took off his wet shoes and socks. He put on dry socks and slippers.

Jack _____ his mother.

Christmas

The Christmas story is given in very simple language.

Who was born on Christmas Day,
Many, many years ago?
Jesus Christ was born that day
In a stable, rude and low.

Mary was the mother's name
How she loved her baby boy!
And because that baby came
Christmas Day is full of joy.

Away in a manger,
No crib for a bed,
The little Lord Jesus
Lay down his sweet head.

The stars in the sky
Looked down where he lay,
The little Lord Jesus
Asleep on the hay.

A star shone in the East one night,
At Christmas time, at Christmas time,
It gave the watching shepherds light
At happy Christmas time.
And angels came and told the way
To where, asleep upon the hay,
The little baby Jesus lay,
At happy Christmas time.

Easter

Very little of the Easter story is given the children in this grade. A few appropriate pictures are shown them and they are told that Jesus died on Friday, and He was alive again on Easter. People go to church on Easter because Jesus was alive on Easter Sunday. More time is spent on the awakening of nature. It is well to have some bulbs started and some cocoons on hand to impress the children with the Easter thought. The following verses may be given the children.

At Easter Time

At Easter time the church bells ring,
And all the happy children sing;
The little seeds begin to grow;
The warm sun melts the ice and snow.
The birds come back from far away,
The world is glad on Easter Day.

Easter

The little flowers come from the ground,
At Easter time, at Easter time,
They lift their heads and look around,
At happy Easter time.
And every bird and flower doth say,
"Dear child, be glad this Easter Day,
For 'Christ is risen', the angel say,
At happy Easter time."

FIFTH YEAR

Complete review of fourth year. Reference should be made to specific sections in preceding year in each of the following categories.

AUDITORY TRAINING

a) Continue to make all speech and language work a part of the auditory training program.
b) Special emphasis given to:
   Syllabification, accent, phrasing, rhythm, and emphasis.
   Voice and breath consonants in familiar and new vocabulary
c) Listening with a purpose:
   To follow reading material as it is read orally by teacher or child.
   To identify specific sounds as they occur-
   room sounds, vehicle, animal, music, voices,etc.
d) Special attention given to:
   Care of the aid.
e) Continue to increase vocabulary and language needed.

SPEECH

Spontaneous, intelligible speech should be encouraged constantly.
Frequent review of primary and secondary chart spellings (See pages 1 and 2, Appendix)

a) listing words under chart spellings.
b) finding spellings on Consonant and Vowel Charts that occur in a list of selected words.
c) sight reading new words.
d) writing words from dictation, sounding out spellings.

Special attention is given to all initial, and final consonant blends or combinations as they occur in words.

pl-, bl-, pr-, tw-, dw-, tr-, dr-, kl-, gr-, fl-, fr-, thr-,
sp-, st-, sk-, sm-, sn-, spl-, spr-, str-, skr-, etc.

-pt, -kt, -st, -nt, -mt, -ps, -bs, -ms, -ks, -nks, -sks, -xt, etc.

Syllabification
Accent and phrasing
Pitch and intonation

VOCABULARY

Continue to introduce and use new vocabulary as naturally and meaningfully as possible through discussion of experiences, reading materials, incidental teaching, and through planned language drill activities. Attention given to the understanding of words in both oral and written language and the use of this vocabulary in both oral and written language. This includes articulation, careful penmanship, and spelling as well as using the vocabulary in straight natural language patterns.

Complete the outline for all verbs. (See Appendix, p.4 for Verb Outline)

Suggested list:

to begin	to dry	to lead	to read	to sweep
to bite	to dust	to learn	to remember	to take
to bleed	to eat	to leave	to rest	to teach
to blindfold	to enjoy	to light	to ring	to tear
to bloom	to fall	to like	to rock	to telephone
to blow	to feed	to lock	to roll	to tell
to bounce	to fill	to look	to row	to think
to bow	to find	to lose	to run	to throw
to break	to fly	to mail	to scratch	to tie
to bring	to follow	to make	to see	to touch
to brush	to forget	to march	to sell	to trim
to burn	to give	to meet	to send	to try
to button	to go	to melt	to sew	to unbutton
to buy	to grow	to mend	to shake	to unlock
to be able	to guess	to milk	to shoot	to untie
to carry	to hear	to open	to shovel	to upset
to catch	to help	to paint	to shut	to visit
to change	to hide	to pass	to sing	to wait
to chase	to hold	to pat	to sit	to walk
to choose	to hop	to pick	to skid	to want
to clean	to hurry	to plant	to skin	to wash
to climb	to hurt	to play	to smell	to watch
to comb	to invite	to plow	to sneeze	to water
to come	to iron	to polish	to snow	to wave
to cook	to jump	to purr	to spill	to wear
to cry	to keep	to preach	to splash	to wipe
to cut	to kill	to pretend	to stand	to whisper
to dance	to kiss	to prick	to start	to whistle
to draw	to knit	to pull	to stay	to work
to dress	to laugh	to push	to step	to write
to drive	to lay	to put	to stop	
to drop		to rain		

Double verbs:

to bark at	to lie down	to rake up	to turn on
to belong to	to listen to	to sit down	to wake up
to blow out	to look at	to stand up	to wrap up
to bob for	to look for	to take off	
to cut out	to pick up	to tip over	
to dress up	to play with	to try on	
to fall down	to put on	to turn off	

Elliptical sentences to contrast usage of verbs

to come - to go
to break - to tear
to take - to bring
to buy - to sell
to teach - to learn

(to go) We _____to gym last Saturday.
(to come) Mary _____to school in her car this morning.
(to take) You _____ your book home last weekend.
(to bring) Miss Wagner _____visitors to our room often.

Contrast To be and To have

Present Progressive _____ing

a. Action work, picture description
   1. Use verbs that do not change form, i.e. eating, holding, sweeping, etc.
   2. Use verbs with a-e, i-e, v-e, spellings as, writing, waving.
   3. Use verbs in which consonant is doubled as, running, sitting.

b. Linking two thoughts by using a participle.
   A woman saw a mouse one evening.
   It was running across the floor. A woman saw a mouse running across the floor one evening.

Infinitive as a direct object following the verbs, to like, to want, to pretend.
   a. I like to swim.
   b. Ann wants to buy a new doll.
Causal infinitive - Tom went to his desk to get a ruler.
Causal clause - Sally did not come back to school Sunday because she was sick.

Too or Either
   Presented as the need arises.
   Too is used in affirmative statements while either is used in negative ones.

And or But
   Practiced in elliptical sentences.
   The bears chased Goldilocks _____ they did not catch her.
   Nancy dropped her hearing aid on the sidewalk _____ she did not break it.

People Say

_____took a bath
_____took a picture
_____had an accident
_____had a bad cold
_____had an earache
_____had a sore throat
_____had the measles
_____got hurt
_____got dirty
_____did tricks
_____shook hands with _____.
_____took _____'s temperature
_____put the puzzle together
_____got breakfast
_____is broken out
_____ate out of _____'s hand
_____made a mistake, etc.

Pronouns

Complete the pronoung chart.

Who:	Whom:	Whose:	Whose:.....?
I	me	my_____	Mine.
You	you	your____	Yours.
He	him	his_____	His.
She	her	her_____	Hers.
We	us	our_____	Ours.
You	your	your____	Yours.
They	them	their___	Theirs.

What:	What:	Whose:
It	it	its_____
They	them	their_____

Emphasize correct usage of pronouns through:

1. Original language.
2. Action work.
3. Elliptical sentences.

Expletive There (to be ..... Where:)

There

a _____
an _____
many _____
two _____
some _____
no _____
several _____
another _____
a great many _____

There

the _____
my _____
two of the _____
George's _____
some of them

Partitives

a can of _____
a glass of _____
a basket of _____
a jar of _____
a box of _____
a spool of _____
a package of _____

a piece of _____
a loaf of _____
a cup of _____
a bowl of _____
a pair of _____
a bottle of _____
a carton of _____

Adjectives

These will be grouped as they are learned. Opposites should be associated. Use of Non-language rules.

How many: How many: What color: (descriptive adjective) What: What color: What:

Suggested list:

sick	dirty	neat	poor
well	clean	healthy	rich
better	thirsty	excited	raw
large	hungry	crowded	soiled
small	soft	windy	cunning
big	hard	rainy	friendly
little	heavy	sunny	
good	brave	foggy	

bad	kind	bright	pleased
naughty	unkind	pleasant	stale
warm	selfish	ready	different
cold	unselfish	early	wild
cool	tired	late	tame
surprised	nice	angry	spotted
sharp	broken	interesting	fresh
wet	sleepy	disappointed	sticky
dry	rough	quiet	high
pretty	smooth	stormy	bushy
beautiful	happy	crooked	full
lovely	unhappy	straight	frozen
deep	sad	wonderful	striped
tall	glad	icy	blind
new	tiny	slippery	loud
old	thankful	proud	muddy
fat	frightened	busy	chocolate
thin	polite	ashamed	vanilla
slow	impolite	ripe	few
fast	cute	delicious	many
funny	cross	young	dead
careful	silly	dangerous	alive

Prepositions

to——	behind ———	up ——
on——	over———	down———
in——	at ———	from———
under—	out of ———	across——
for——	beside ———	through——
around——	off ———	near———
	in front of —	between———

A House Study

Making a house. (Or using a model)
Learning vocabulary - rooms, furniture, etc.
Action work involving new language.
discussion, question work and original stories.

The Calendar

a. Days of the week.
b. Months.
c. Seasons.
d. Time expressions
   1.) yesterday, today, tomorrow
   2.) this week, month, year
   3.) in a little while, soon, in a few minutes
   4.) at night, at noon, etc.
e. Rhyme (30 days hath September) (Norwegian knuckle game)
f. Oral and written questions on calendar work

The Clock

a. Telling the time - - hours, and minutes past the hour.
b. Elliptical sentences and questions
   1.) We come to school in the morning at _____.
   2.) We have dinner at _____.
   3.) We have gym at _____.
   4.) What do we do at 2:50 every school day?

Questions
(to be taught in this year)

Whose _____?
How _____taste?
What shape _____?
Why _____?
Because _____.
To _____.
Why not?
Why _____not _____?
What is _____for?
What do _____do with _____?
What did _____do with _____?
How _____feel?

How _____look?
How much _____cost?
How _____?
How _____small?
What sort of _____?
Could _____?
Where did _____get _____?
What happened?
What _____ the matter with ____?

Drill Stories
(See Appendix, pages 6 - 14)

People Who Help Us

All work should be related to the children's daily life at home and at school whenever possible.

Suggested list of people:

a grocer
a baker
a milkman
a fireman
a delivery boy
a taxi driver
a barber
a janitor
a paper boy
a postman
an elevator boy
a tailor
a dressmaker
a fisherman
a cook
a farmer
a clerk
a laundry man
a policeman
a garbage man
a maid
a sailor
a carpenter
a paper hanger
a plumber
a plasterer
a brick layer
a bus driver
an engineer
a painter
a conductor
a porter
a waiter
a nurse
a doctor
a dentist
a teacher
a minister
a priest
an artist

Social Training - to be given incidentally through stories and in all situations.

a. Expressions and language needed for situations as they arise.
b. Cleanliness - Simple health rules
General tidiness in person and work habits.
Care of property - books, hearing aids, etc.
c. General kindness and courtesy -
Consideration for adults and children
Helpfulness
Kindness to animals
d. Road training and safety first
Always stop and look for cars before you cross the street.
Never run in front of a car that is parked,etc.
e. Table manners

READING

Reading Charts
1. Prepared by the teacher
   a. Topics - (See samples of topics, Appendix, page 5)

Columbus	Autumn	Robins
Indians	Winter	Bluejays
Pilgrims	Spring	The Ocean
Washington	Apple Blossoms	Animal Families
Lincoln	Cocoons	Houses
Our First Flag	Plants	
Eskimos	The Sky	

   b. General Reading
      What happened?
      What is it?

2. Story Charts Published by Clarke School
   Series I, Chart I
   Series I, Chart II

Basic Readers: (With workbooks)
1. The New Our New Friends (Scott, Foresman & Co.)
2. The New Friends and Neighbors (Scott, Foresman & Co.)

Weekly Reader - Number II
Grade 1 - Supplementary readers (Scott, Foresman & Co.)
Independent Reading:
Grade 1 - Supplementary readers (Scott, Foresman & Co.)
Grade 1 - Basic Supplementary readers of other standard companies.
Library books for Grade 1 and first half of Grade 2

Reading Tests:
Gates Primary Reading Tests (Word, Sentence, Paragraph)
Gates Advanced Primary Reading Tests (Word, Paragraph)
Scott Foresman Test - The New Our New Friends
The New Friends and Neighbors
Weekly Reader Tests #2

RELIGIOUS EDUCATION

Prayers

Our Father in heaven,
We love Thee.
We thank Thee.
We want to be good.
Help us to tell the truth and obey.
Amen.

Dear God of all the seasons,
We thank Thee for the spring,
When new green grass is growing,
And birds come back to sing.
Amen.

We thank Thee for our happy homes
Our fathers and our mothers,
And may we children be polite
And helpful to others.
Amen.

For boys and girls with whom we play,
For food in plenty every day,
For warm and pretty clothes to wear,
For money we may spend or share,
For home, and school, and church, we say
Our thanks on this Thanksgiving Day.
Amen.

Forgive us, God,
For things we do
That are not kind and good.
Forgive us, God,
And help us try
To do the things we should.
Amen.

I thank Thee for the love so true
That watched me all the long day through.
Dear Father, Keep me through the night
And wake me with the morning light.
Amen.

Verses

God loveth all things well,
His love is everywhere;
And when the snow lies deep,
The birds are in His care.

- - - - -

When the raindrops fall,
We will not care.
Soon the sun will shine,
And the skies be fair.

Thirsty birds can drink,
Thirsty flowers grow,
Everything is glad
For the rain, we know.

- - -

God sends the March wind blowing,
Blowing all the day.
It wakes the sleeping flowers up,
And drives the snow away.

- - -

In the heart of a seed
Buried deep, so deep,
A dear little plant
Lay fast asleep.

"Wake", said the sunshine
"And creep to the light."
"Wake", said the voice
Of the raindrops bright.

The little plant heard,
And it rose to see
What the wonderful
Outside world might be.

- - -

Bible Verses

God is good. I Tim. 4:4
We love Him. I Jno. 4:19
He is kind. Luke 6:35
God is in heaven. Ecc. 5:2
There is one God. Mark 12:32
I thank Thee. Matt. 11:25
He made the stars. Gen: 1:16
God giveth the rain. Jer. 5:24
He giveth snow. Psa. 147:16
The winter is past. Sol. 2:11
The sea is His and He made it. Psa. 95:5
The flowers appear on the earth;
The time of singing of the birds is come. Sol. 2:12
The Lord shall make bright clouds. Zech. 10:1
Thou hast made summer and winter. Psa. 74:17
He maketh His sun to rise. Matt. 5:45
He maketh lightening with the rain. Jer. 10:13
He causeth His wind to blow. Psa. 147:18
The Lord giveth the sun for a light by day and the moon
and the stars for a light by night. Jer. 31:35
The Lord made heaven and earth. Ex. 20:11
Your heavenly Father feedeth them. Matt. 6:26
Let us go into the house of the Lord. Psa. 122:1
Honor thy father and thy mother. Deu. 5:16
Obey the Lord your God. Jer. 26:13
Do right. Deu. 6:18
Do no wrong. Jer. 22:13
Be kind. Eph. 4:32
God seest me. Gen. 16:13
I set my bow in the cloud. Gen. 9:13
He careth for you. I Peter 5:17
Speak the truth. Zech. 8:16
He heareth us. I Jno. 5:14
God is not a man. Num. 23:14

Continue work on Moral Truths.
Use the children's own experiences, dramatization, pictures, stories, and paragraphs with elliptical sentences.

right	wrong
to be good	to be naughty
to be kind	to be unkind
to be unselfish	to be selfish
to obey	to disobey
to tell the truth	not to tell the truth
to be honest	to steal

Study "The Life of Christ", the illustrated chart, published by Miss M. Macomber.
Study some of the Old Testament Stories that have been rewritten in simplified language by Miss Macomber.

The following material is presented to the Jewish children:

Hanukah

There are eight nights in Hanukah. The first night one candle is lighted; the next night, two are lighted; the next night, three; _____.
Eight candles are lighted on the last night.

A long, long time ago there was a bad king in Palestine. He did not want the Jewish people to think about God or pray to Him, and their beautiful temple in Jerusalem was very dirty. The light in the temple was not burning. The Jews wanted it to burn all the time, and they wanted their temple to be clean.

A very good, brave Jewish man named Judah Maccabee helped his people. He and his friends fought with the king's soldiers and drove them away from Palestine.

Then Judah and the other people cleaned their temple. They found a little oil and put it in the lamp. They lighted the lamp and went away very fast to get more oil.

They were gone for eight days. When they came back the light was burning. It did not go out. THAT WAS WONDERFUL!

Now every year in December all Jewish people are happy at Hanukah time.

a temple - a synagogue
Jerusalem - a city
Palestine - a country

Purim

Esther was a beautiful Jewish queen. The king was not Jewish.

A very bad man, Haman, wanted to kill all of the Jews. Esther heard about it. She was very brave and told her husband about it. He was very angry. His soldiers helped the Jews and they were not killed. They killed Haman, and the Jewish people were safe.

Esther was a brave, good queen. All the Jews think about her and are thankful for her on Purim.

Now Purim is a happy time of every year. The Jewish children have fun. They give their friends baskets of fruit and little cakes, and they give money at the synagogue.

Purim cakes are Hamantaschen.

The Passover

Passover week comes in the spring. The Jewish people go to the synagogue, and the rabbi reads from the Bible, "The flowers appear on the earth; the time of the singing of birds is come."

A long, long time ago, the Jews worked very hard for other people. They wanted to go to another country, but the king said, "no". God was angry. He told the Jews to make a mark on their doors, and they obeyed. The king's people did not know about that, and that night somebody died in every house that did not have a mark on it. The king was very much afraid and told the Jews to go away.

They went away very quickly to another country and made new homes. They were free again.

Now the Jews have Passover week every spring. On Passover Eve, they have a very good dinner.

Matzoth is the Passover bread.

APPENDIX

$y_{(x)}$	=	x^7

$$y = x \cdot x \cdot x$$

$$y = x^3$$

PRONOUN CHART

Who:	Whom:	Whose:	Whose: .....?
I	me	my _____	Mine.
You	you	your_____	Yours.
He	him	his_____	His.
She	her	her_____	Hers.
We	us	our_____	Ours.
You	your	your_____	Yours.
They	them	their_____	Theirs.

What:	What:	Whose:
It	it	its
They	them	their_____

Verb Outline

grew(to grow)

Past	Present	Future
grew	grow grows	shall grow will grow
did not grow	do not grow does not grow	shall not grow will not grow
Did ____grow ___?	Do ____ grow ____? Does _____grow_____?	Shall _____grow _____? Will _____grow _____?

Present Progressive

am growing
are growing
is growing

am not growing
are not growing
is not growing

Am _____ growing _____?
Are _____growing _____?
Is _____growing _____?

Sample Topics

Christopher Columbus

Christopher Columbus lived more than four hundred years ago. The king and Queen of Spain gave him three ships. He and some other sailors sailed away from Spain in August, 1492. The sailors were afraid and sometimes wanted to go back, but Columbus was very brave and would not let them. They sailed on and on. They came across the Atlantic Ocean.

Columbus found America on October 12, 1492. There were no white people here then, but there were Indians. They were very much surprised when they saw the ships coming. Columbus went back to Spain and told the King and Queen about America and the Indians.

Abraham Lincoln

Abraham Lincoln was born in a little log cabin in Kentucky, February 12, 1809. When he was a little boy, people called him Abe. His parents were very poor. Abe and his sister Sarah, played together near the cabin, but they did not have any toys.

Abe's mother was busy all day. She worked hard. She washed dishes, cooked, sewed, and made soap and candles. She made coats, caps, pants, and shoes of deerskin.

Abe's father went hunting. He shot deer and other animals. The family ate the deer meat.

When Abe was seven years old, his family moved to Indiana. They went in a big covered wagon. They rode for many days. Abe and Sarah were very tired.

Abe's father made a new log cabin. Some other men helped him. Abe helped him, too. He went to the woods every day to get wood for his mother.

There were no stairs in the cabin. Abe climbed a ladder to his bed. It was made of leaves.

Abe liked to go to school, but it was far away. The children did not have desks. They just had a few books. Abe liked to read. He lay down in front of the fireplace and read because the fire was bright. He did not have any paper. He wrote on the shovel sometimes.

Abe grew tall and strong. He could read and write well. He was a very smart boy. His parents were proud of him.

Abe's father moved again. He went to Illinois. This time Abe was a big boy. He and his father walked. Abe drove the oxen.

Abe cut down trees and made another log cabin. He made fences, too. He and another young man made a boat. They went down the river in it. Abe enjoyed that very much. In the winter he worked in a store.

Abraham Lincoln was a very kind man. He was kind to children and animals, too. One day he had on a new suit. He was walking along a road and saw a pig in a mud hole. It could not get out. Lincoln pulled it out, and his suit got all covered with mud.

Abraham Lincoln married. He lived in a nice house then. He liked to play with his little boy, Robert.

Lincoln always wanted to do the right thing. He was President of the United States. Then he lived in the White House. A man shot him. People felt very sad when he died.

DRILL STORIES

These stories were written by M. K. Jones and Miss C. W. Croker, who trained at The Clarke School in 1899 and 1908 respectively. Later the series of books, Language Stories and Drills were published by Croker, Jones, and Pratt. The stories as they appear in this outline, have been revised to meet the present day needs of children; but they follow the general pattern established by the original authors.

Outline of Presentation

Preparation for the Story:

A. Preliminary paragraphs presented through lipreading (given twice)

   1. Give as many as seem necessary.
   2. Each paragraph is usually not longer than two or three sentences.
   3. Be sure that the children know the verbs that appear in the paragraphs.

B. Written reproduction of the paragraphs from memory.

C. Dictation of words and phrases taken from the story.

D. Dictation of verbs in the story given in sequence.

The Story:

A. Drill story complete with title presented through lipreading.

   1. Story is given twice.
   2. Story is written and corrected.
   3. Children are told how many mistakes appear in the story as it is written and are directed toward them by red marks. If there are not too many, they may correct them on this first paper. In case there are a number of mistakes, however, the story is redictated by the teacher to those children who have made too many errors in writing it the first time. Children who have written it with no errors or only a few the first time are not included in this second dictation.

B. The second day of work on the drill story consists of:

   1. Oral recitation of the story by each child individually.
   2. Story written on Key paper from memory by each child.

C. The third day's work consists of oral questions.

   1. Give both apparent or expressed questions and intrinsic ones.
   2. In giving any questions on the story, be sure that the thought behind the question is not obscure.

D. Written questions (also given on the third day)

Presentation of Preliminary Paragraphs for Drill Story - The Lollipops

1. Tense drill on the following verbs should precede actual presentation of either the preliminary paragraphs or the drill story itself:

to go	to eat	to carry
to buy	to give	

2. Preliminary paragraphs such as the following might be presented:

   a. Jane's mother gave her ten cents one morning. She went downtown and bought some candy.
   b. Jack had three new pencils. He gave one to his brother, one to his sister, and took the other to school.
   c. One morning Ann went downtown and bought two lollipops. She carried them home in a paper bag.

Following the dictation of the paragraphs (short stories), they may be acted out if this seems necessary for understanding. This may also be done for the pleasure of the children.

1. Where did Patty get the lollipops?

_____

2. How much did they cost?

_____

3. How did she take them home?

_____

4. How many lollipops were there?

_____

5. What color were they?

_____

6. What did Patty do with two of the lollipops?

_____

7. What happened to the other one?

_____

8. What kind of girl was Patty?

_____

9. When did Patty buy the lollipops?

_____

Drill Stories

The Cat and the Milk

One day a woman went to a store. She bought some milk. She put it on a table. A cat jumped up on the table and drank the milk. The woman was cross.

Tom's Dog

One day Tom played with his dog. He threw the ball. His dog ran and caught it.

Helen and the Baby

One day Helen and her baby brother sat on the floor. She rolled him a soft yellow ball. He did not catch it. He laughed and clapped his hands.

Ben's Shirt

Ben's mother bought him a shirt one day. He liked it very much. The next day he wore it to school. He played outdoors with the boys. He tore his new shirt. He was sorry. His mother mended it for him.

The Pie

One morning Mary's mother made a pie. She put it on a table. Mary's little brother stood on a chair. He put his finger in the pie. Mary saw him. She told her mother.

The Football

Fred's sister bought him a football one afternoon. It cost two dollars. It was made of brown leather. She gave it to Fred on his birthday. He and the boys played with it outdoors.

The Dog and the Bread

One day Ruth's mother gave her some bread and butter. She went outdoors and sat down on the grass. A big dog came and wanted the bread. Ruth was afraid. She dropped the bread and ran in the house.

Ruth's Ring

One day in April Ruth's mother bought her a pretty ring. She gave it to her on her birthday.

The next morning Ruth wore the ring to school and lost it. All the children looked for it. They did not find it. Ruth's mother was sorry.

Nancy's Thimble

Nancy had a thimble. Her mother gave it to her for Christmas. One day Nancy and Mary sat on the grass and sewed. They made dresses for their dolls. Nancy lost her thimble. She and Mary looked for it. Mary found it and gave it to Nancy.

The Snake

One day in July Anne went for a walk. She carried a small pail to get some blueberries. She saw a snake in the grass. Anne was afraid. She dropped the pail and ran home.

The Bluebird

One morning in April Henry looked out of the window. He saw a bluebird in a tree. He opened the window and threw some bread on the ground. The bluebird flew down and ate the bread. Then it flew away.

Nancy's Kitten

One afternoon Nancy stayed in the house and played with a little gray kitten for a long time. She put it in her doll's cradle and rocked it. The kitten went to sleep. Nancy's little brother upset the cradle. The kitten woke up and ran away.

Eva's Dress

One day in July Eva put on a pretty new dress. She went outdoors and played. She climbed a fence. She fell down and tore the dress. She went into the house and showed it to her mother. Her mother mended it for her.

The Picture Book

Tom's father bought him a picture book one afternoon. He gave it to him on his birthday. Tom liked it very much.

That evening Tom's little dog played with the book and tore it. Tom was sorry. His mother mended the book for him.

Jack's Knife

One day Jack found a little knife on the sidewalk. It was sharp. Jack played with it and cut his finger. He cried. His mother tied a cloth around his finger.

The Snowman

One day it snowed very hard. John put on his coat, cap, gloves, and overshoes. He went outdoors and made a funny snowman. Jack's mother looked out of the window and saw the snowman. She laughed.

Anne's Bird

Anne had a yellow bird. It had black eyes. It lived in a cage. Its name was Dick. Every morning Anne put a dish of water in the cage and Dick took a bath. Then, she fed him. She gave him bird seed.

John's Rabbits

John's father gave him two rabbits one day in March. One was white, and the other was gray. John's father made them a house. He painted it brown. John fed the rabbits every day. They liked lettuce and carrots.

A Good Little Girl

One Monday morning Ruth's mother was sick. Ruth did not go to school. She washed the dishes and swept the kitchen. She made the beds. Then she got dinner for her father.

The next morning Ruth's mother was well, and Ruth went to school.

The Blind Man

One afternoon James went downtown. He saw a blind man on the sidewalk. The man was selling pencils. James felt sorry for him. He bought two pencils. One was blue, and the other was red. They cost ten cents. James gave his sister the blue pencil and took the red one to school.

The Boat

One day Paul and Mary went to a pond. Paul took his boat, and Mary took her doll. Mary put her doll in the boat and Paul sailed it. The boat upset and the doll fell in the water. Paul took off his shoes and stockings and went in the water. He got the doll. Its dress was all wet.

The Birthday Present

September 5 was Tom's mother's birthday. In the morning Tom went downtown. He bought his mother a silver spoon. It cost two dollars. He ran home very fast and gave it to his mother. She was surprised and happy. She thanked Tom and kissed him.

The Kitten

Edith had a pretty gray kitten. Its fur was soft. Every morning Edith gave the kitten some milk.

One day Edith's baby brother sat on the floor. He rolled a rubber ball. The kitten saw the ball and played with it. The baby laughed.

The Watch

Tom had a silver watch. He wound it every night. One day he wore it to school and dropped it on the sidewalk. The glass broke. Tom's father took the watch downtown, and a man put a new glass into it. The glass cost fifty cents.

The Hungry Cat

One cold night a black cat went to Betty's house. It sat on the doorstep and cried. Betty heard it. She opened the door. The cat ran in the house and hid under the stove. It was very hungry. Betty's mother gave it some milk. The cat drank the milk, and then it went to sleep.

Thanksgiving Stories

I

Frank and Alice lived in the country. Their father had a large garden. In the autumn he had potatoes, pumpkins, and other vegetables. He had apples, too. Every week he took the vegetables to the city in his truck. Frank and Alice went in the truck with him.

II

The day before Thanksgiving Alice's and Frank's father took a large pumpkin in the house. Their mother made some pumpkin pies.

On Thanksgiving Day she cooked a big turkey. Alice and Frank were very happy. Their grandfather and grandmother came to dinner.

III

Frank and Alice gave their cat some milk. They gave their dog a bone. Then they went to the barn. They gave the horse an apple, and they gave the cow some hay. After dinner they threw some crumbs on the ground for the birds. All the animals had a Thanksgiving dinner.

The Lollipops

Patty had three cents. She went downtown one morning to buy three lollipops. She carried them home in a paper bag. She gave one to her brother and one to her little sister. She ate the other.

The New Wagon

Fred's father made him a wagon one summer. He painted it yellow and black.

One day Fred took his baby sister outdoors and pulled her in the wagon. Their mother stood at the window and watched them for a little while. Fred was careful, and the baby did not fall out.

A Christmas Story

The night before Christmas Louis and Mary Ann hung up their stockings. They went to bed and went to sleep.

Santa Claus came down the chimney. He put a pretty doll in Mary Ann's stocking. He put a horn in Louis's stocking. In the morning the children found their presents. They were very happy.

The Bottle of Milk

One morning Edith went to a store to buy a bottle of milk for her mother. It cost twelve cents. A big dog barked at Edith. She was frightened. She dropped the bottle on the sidewalk and broke it. A kind man chased the dog away.

The Ducks

One day Mary went to Carl's house and played with him. Carl had some ducks. He put some little crackers in his pockets. He and Mary went to the pond and watched the ducks. They swam around in the water. Carl and Mary broke the crackers and fed the ducks.

The Hungry Mouse

One night a little mouse was hungry. It ran out of its hole. It crawled up on a table and found some cheese on a plate.

After a while a cat saw the mouse and chased it. The mouse ran behind a box and the cat did not catch it.

The Snow Storm

One night it snowed very hard. In the morning the snow was deep. Jack put on his coat, cap, gloves, and overshoes. He went outdoors and the two boys pulled him on his sled. They ran fast and Jack fell off. He was not hurt.

Ned's Garden

One morning Ned went downtown. He bought a rake, a shovel, and a hoe. They cost fifty cents.

In the afternoon Ned took them outdoors. He made a flower garden behind the house. He planted some seeds. Ned watered his garden every day. After a while he had some pretty flowers.

Arthur's Dog

Arthur had a big black and white dog. Its name was Rover. One day Arthur and Rover went to the pond. Arthur threw a stick in the water. Rover jumped in and got the stick. He swam back to Arthur and gave it to him. Arthur patted Rover.

Frank's Sled

Frank wanted a sled. Santa Claus brought him one for Christmas. One afternoon in January Frank and his sister took the sled outdoors. Frank sat on the sled and his sister sat behind him. She put her arms around him. They coasted down the hill. They fell off and rolled over and over in the snow. They had lots of fun.

A Selfish Boy

One day in April Joseph bought two large candy eggs. They cost twenty cents. He showed them to his sister and she wanted one. Joseph was selfish. He did not give it to her. He ate both of them. After a while he felt sick. He went to bed and his mother gave him some medicine.

The Cherries

One afternoon Bob climbed a cherry tree. He picked some cherries and ate them. They were not ripe. They made him sick. He went to bed and his mother gave him some medicine. It tasted bitter and he did not like it. The next day Bob was well.

Patty's Birthday Present

One cold day Patty was standing in front of a store. She saw a pretty muff in the window. It was made of brown fur. Patty wanted the muff very much. She ran home and told her mother about it. Her mother bought it and gave it to Patty on her birthday.

The Kind Policeman

One Sunday in March the wind blew very, very hard. Mrs. Taylor walked to church. The wind blew off her hat. It rolled between a car and a big truck. A policeman saw it. He ran and picked it up. It was all dirty. He brushed it off and took it to the woman.

Jennie's Doll

Jennie had a pretty doll. She made it a pink silk dress. One morning she left the doll on a high shelf and went to school. Her little sister climbed on a chair and got the doll. She sat on the floor and played with it. After school Jennie went home. She found the doll on the floor. Its dress was dirty. Jennie was cross.

The Robins

One spring two robins made a nest in an apple tree. The mother bird laid three little blue eggs in it. She sat on them for three weeks. Then three little birds came out of the eggs. One day one of the birds fell out of the nest. Tom found it under the tree. He picked it up. Then he climbed the tree and put it back into the nest.

The Violets

Jennie and Alice were sisters. They lived in the country. One day they went to the woods. They found some pretty violets. They picked them and took them home. Jennie put them in a vase, and Alice took them to the living room. In a little while their mother went into the room and saw the flowers. She was surprised.

Martha's Doll

One Saturday morning Martha bought a little doll. It cost twenty-five cents. One day Martha left her doll on the floor. Her brother stepped on it, and broke it. He gave Martha some money and she bought another doll. She was careful. She did not leave her new doll on the floor.

The Naughty Dog

One Sunday Alice left her new hat on the bed. Her little dog went in the bedroom and jumped on the bed. It took the hat in its mouth and pulled off the ribbon. Pretty soon Alice went to the bedroom and saw the hat. She cried. She ran to the kitchen and showed the hat to her mother.

Ruth and the Mouse

One night Ruth went to bed and left her shoes on the floor. A little mouse came out of its hole and crawled in one of them. It stayed there all night. The next morning Ruth picked up her shoes. The mouse jumped out and ran away. Ruth was frightened. She screamed and dropped the shoe.

The Monkey

One afternoon a man stood in front of Bobby's house and played a hand organ. A funny little monkey sat on his shoulder. It had on a red suit and a little round cap. Bobby threw a penny out of the window. The monkey picked it up and put it in its pocket. It took off its cap and bowed. Some children heard the hand organ. They went and watched the monkey for a long time.